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ABSTRACT

This supplementary bibliography, which contains 151 entries, includes primarily the work evaluation and adjustment literature written in 1978. Two indexes are included to aid the user in the identification of annotations relevant to a particular topical area. The first, a KWOC (keyword-out-of-context) title index, includes the titles of all documents listed in the bibliography. Each title is listed alphabetically by significant keywords within the title. As an additional aid for the identification of relevant annotations, a subject index is also included that lists annotations according to subject areas in which the Materials Development Center most frequently receives requests for information. (LRA)

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Work Evaluation and Adjustment an Annotated Bibliography

1978 Supplement

U.S. DEPARTMENT OF HEALTH,
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PREFACE

Since 1970 the Materials Development Center has published nine annual annotated bibliographies on the literature in work evaluation and adjustment. In 1978 a comprehensive bibliography was produced which contained all 1,296 entries from the previous bibliographies, and covered the time period from 1947 through 1977. This supplementary bibliography, which contains 151 entries, includes primarily the work evaluation and adjustment literature written in 1978.

The bibliographies serve as a reference to the literature in work evaluation and adjustment and, for individuals whose facilities meet MDC eligibility requirements, a catalog to the loan literature available from MDC. Those eligible may request loan copies of the literature listed within these documents by accession number or title (an asterisk above the zip code on the mailing label attached to this publication indicates an eligible facility).

Two indexes are included to aid the user in the identification of annotations relevant to a particular topical area. The first, a KWOC title index (keyword-out-of-context), includes the titles of all documents listed in both bibliographies. Each title is listed alphabetically by significant keywords within the title. As an additional aid for the identification of relevant annotations, a subject index is also included which lists annotations according to subject areas in which MDC most frequently receives requests for information.

Many of the projects for which there are entries listed received financial support from government agencies such as the U.S. Department of Health, Education, and Welfare, or U.S. Department of Labor. In those cases, a grant or identification number appears in parentheses at the end of the annotation. Readers interested in obtaining full-length hard copy or microfiche may write to either the National Technical Information Service, Springfield, Virginia 22151 or the National Rehabilitation Information Center, Catholic University, Washington, D.C. 20064 to inquire about the availability of the reports.

Ronald R. Fry, Editor

May, 1979

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COPIES OF THE COMPREHENSIVE BIBLIOGRAPHY (1947-1977)
MAY BE PURCHASED FROM MDC FOR $3.00 PER COPY

1769 Muthard, J., Vocational rehabilitation index: 1977. Gainesville, Florida: University of Florida, Rehabilitation Research Institute, 1977.

This supplement updates the Vocational Rehabilitation Index: 1974 by listing about 2,000 additional rehabilitation project reports and periodical articles. As a supplement to that volume, this book updates the index through mid-1977. Brings together in one volume an index to the major rehabilitation journals and the reports generated by federally sponsored vocational rehabilitation projects (i.e., research and demonstration interim and final reports and research and training center reports).

1770 Fry, R., Training programs in work evaluation, adjustment, and rehabilitation administration. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

Contains a brief listing of agencies and institutions which provide degree or short-term training in vocational evaluation, adjustment services, and rehabilitation administration (primarily administration in rehabilitation facilities). Titles and descriptions of coursework, time required, certificates or degrees offered, and contact person is included.

1771 Northwest Association of Rehabilitation Industries, Results of staff salary survey. Seattle, Washington: Author, 1978

Staff salary questionnaires were mailed to 110 rehabilitation facilities in Region X (Alaska, Idaho, Oregon, Washington) for the purpose of determining staff salaries by facility type.

1772 Flexer, R., & Boyd, K., Teaching money skills to the mentally retarded person: A manual of procedures. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1976.

This program is a systematic approach to teaching money management to mildly and moderately mentally retarded persons. The package consists of the following three parts: 1) Teaching Money Skills to the Mentally Retarded Person: A Manual of Procedures - Contains an overview and description of the money skills program, an evaluation procedure to determine student entry skills, a list of sequenced objectives, and a set of teaching procedures for each sequenced objective; 2) A Manual for Training Paraprofessionals to Teach Money Skills to the Mentally Retarded Person - A manual for program coordinators and staff development personnel which contains guidelines for training paraprofessional staff to implement the money skills program; 3) Training Materials - These materials consist of (a) a number line and (b) forms including 50 session recording sheets, five money skills progress sheets, and five training summary sheets.

1773 Fiks, A., Public assistance worker job trial. Philadelphia, Pennsylvania: Jewish Employment and Vocational Service, Job Trials Research Center, 1976.

The Public Assistance Worker Job Trial was developed for use as a personnel selection tool. This report outlines the steps taken to develop and construct the Public Assistance Worker Job Trial. It also outlines the methodology used to validate the Job Trial and the results of the validation study. The aim was to develop and assess a highly job related personnel selection test battery that could be administered to inexperienced applicants for certain positions in departments of public welfare or unemployment offices. In taking a job trial, the applicant trys out the essentials of a job at a simplified level.

1774 Ellsworth, S., & Noll, A., Vocational evaluators in school settings: Task analyses, certification, qualification and status data. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, 1978.

This consolidated report consists of two separate research papers. The first, entitled, "A survey of the roles and functions of vocational evaluators in vocational education," reports the roles and functions of vocational evaluators in the placement of special needs students into vocational education programs in secondary and post-secondary schools throughout the United States. The second paper, "A survey of the certification and qualifications of vocational evaluators employed in vocational education," reports on the certification status, qualifications, and training of vocational evaluators employed in vocational education settings. Also investigated was the relationship between employment requirements and training.

1775 Vocational Evaluation and Work Adjustment Association & Commission on Accreditation of Rehabilitation Facilities, VEWAA-CARF Vocational evaluation and work adjustment standards with interpretive guidelines and VEWAA glossary. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

Two separate documents are included in this publication. The first, the "Vocational Evaluation and Work Adjustment Standards With Interpretive Guidelines," developed by the Vocational Evaluation and Work Adjustment Association in cooperation with CARF (Commission on Accreditation of Rehabilitation Facilities), is designed to inform practitioners of those standards having particular application to the field of vocational evaluation and work adjustment. The accompanying interpretations will be of assistance in meeting the intent of the standards, especially for those who are preparing for CARF accreditation. The second document, the "VEWAA Glossary," contains definitions of 140 terms which are closely related to the profession and practice of vocational evaluation and work adjustment. Input on the definitions was received from a broad base of vocational evaluation, adjustment, and other rehabilitation professionals from around the United States from 1974 through 1977.

1776 Cull, J., & Hardy, R., Considerations in rehabilitation facility development. Springfield, Illinois: Charles C Thomas, Publisher, 1977.

Designed primarily for use by rehabilitation facility administrators, this book includes chapters written by experts in the following areas: architectural considerations in plant layout, development of contract procurement, developing psychological services in rehabilitation facilities, public relations programs, labor relations, personnel training in rehabilitation facilities, role of research in rehabilitation facilities, effective use of consultation, involvement of volunteers, and considerations in the development of a placement program.

1777 Goodwill Industries of America, Wage and hour manual. Washington, D.C.: Author, 1977.

This 100 page manual on wage and hour law is particularly oriented toward sheltered workshop operation with sections on: general coverage, employment relationships and hours worked, certification, wages, overtime, equal pay, record keeping, and investigations and enforcement. Also included is a list of the various government publications available concerning wage and hour law.

1790 Crumpton, A., et al., Functional capacity areas. Knoxville, Tennessee: Knoxville Area Comprehensive Rehabilitation Consortium, Inc., n.d.

The Functional Capacity Areas (FCA) was designed for use with the mentally, behaviorall, and/or physically handicapped young or older adult. It measures increase in client functioning as the person who is severely handicapped moves through the rehabilitation process. Purposes include (a) assessment of functional capacities to develop individualized service plans, (b) use as a curriculum of skill or behavioral objectives in an adjustment service program and, (c) use as an accountability tool through the use of a profile which tracks the progress of the client. Functional areas include grooming and hygiene, physical capacity, social, speech, community skills, basic skills, vocational, and deaf and blind.

1791 Neff, W., Work and human behavior (second edition). Chicago, Illinois: Aldine Publishing Company, 1977.

A discussion of work behavior in terms of: work as a human and social problem, work and human history, work as a sphere of behavior, psychoanalytic theories of work behavior, characteristics of work environments, components of work behavior and work personality, assessment of work potential, techniques of work adjustment, psychopathology of work, the handicapped worker, social barriers, work and social change, and work in perspective. (Note that this is the second edition of this book listed in previous bibliographies as #466. According to the author, new developments such as work alienation, occupational equality, and biological and social factors implicated in equality prompted the revision.)

1792 Research Utilization Laboratory, Program models for projects with industry (RUL #9). Chicago, Illinois: Chicago Jewish Vocational Service, 1978.

This manual describes and illustrates three major models of Projects with Industry programs, based on a survey of more than a dozen PWI's across the country. The three models are: (1) The job placement model, which seeks immediate, permanent, full-time competitive employment for disabled rehabilitation clients who are ready to work; (2) The work adjustment model, which provides a time limited work experience for rehabilitation clients to develop those qualities of attitude and behavior that qualify them for competitive employment; and (3) The skills training model which teaches work-ready rehabilitation clients the technical skills needed to compete for higher paying jobs. Factors that differentiate the models in addition to program objectives, include the type of client served, screening criteria, patterns of cooperation with other organizations, the form of linkage to employers, the change agent involved, and the services provided. The concluding chapter reviews some questions confronting a facility seeking to establish a PWI, identifies possible alternative responses, and makes some recommendations regarding implementation.

1793 Fry, R. (Ed.), Work evaluation and adjustment: An annotated bibliography, 1947-1977. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

Since 1970 the Materials Development Center has published eight annual annotated bibliographies on the literature in vocational (work) evaluation and adjustment. All entries from the previous bibliographies have been combined into this publication. The bibliography contains 1,296 annotations covering the years from 1947 through 1977.

1794 McCarron, L., & Dial, J., McCarron-Dial Work Evaluation System: Evaluation of the mentally disabled - a systematic approach. Dallas, Texas: Common Market Press, 1976.

The purpose of this text is to present an empirically derived and systematic approach to work evaluation of the mentally disabled. Use of the McCarron-Dial Work Evaluation System with this population is discussed in detail.

1795 Botterbusch, K., A guide to job site evaluation. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

Job site evaluation is an assessment technique where the client performs the job duties of a real job in competitive industry. Its main advantage is that it is the closest to the actual competitive employment situation in which the client will eventually be placed. By using job site evaluation, both the evaluator and the client can test and explore the world of competitive employment in a realistic situation. The purpose of this publication is to encourage evaluators to use job site evaluations. Procedures, ideas, and examples are included to help insure the successful use of job sites. The first part of the publication describes the specific uses of job sites, ways that the evaluator can use job sites for planning client evaluation, and the places where job sites can be found. The second part provides information on how to set up a job site; the third tells how to evaluate the client on the job site. Wage and hour regulations are described and examples of job site evaluation forms are given in the appendices.

1796 Weinstein, E., A well-brewed DOT. Occupational Outlook Quarterly, Summer, 1978, 22(2), 30-33.

Describes the new DOT (Dictionary of Occupational Titles) 1977. Compares the contents with the previous edition, published in 1965.

1805 Mattingly, L., The evaluator and testimony. Valpar-Spective, 1977, 2(3), 3-4.

Emphasizes the need for the evaluator to understand the process of giving expert testimony in Social Security and Workmen's Compensation cases and the importance that such testimony be objective and unbiased. Describes the courtroom procedure in expert witness cases.

1806 Loera, P., Vocational evaluation at a residential school for the deaf. Valpar-Spective, 1977, 2(3), 5-7.

Describes a vocational evaluation program at a residential school for the deaf. Use of the Valpar Component Work Sample System is detailed and suggestions for working with this population are included.

1807 Tseng, M., Effects of vocational evaluation on vocational rehabilitation. Morgantown, West Virginia: West Virginia University, Research and Training Center, 1977.

The purpose of this project was to carry out a systematic assessment of the effects of vocational evaluation programs upon the process of vocational rehabilitation by comparing three groups of clients undergoing different modes of vocational evaluation at a rehabilitation center.

1809 Vocational Evaluation and Work Adjustment Association, Bylaws of the Vocational Evaluation and Work Adjustment Association, Inc. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(2), 10-17.

Includes the complete bylaws of the Vocational Evaluation and Work Adjustment Association, Inc., adopted September 1976 at Hollywood, Florida.

1810 Noll, A., Certification of vocational evaluators in public school settings: A survey. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(2), 18-21.

The purpose of this study was to determine the certification status, qualifications, and training of vocational evaluators employed in vocational education settings. Also investigated was the relationship of employment requirements and training. Conclusions and recommendations are included.

1811 Flexer, R., et al., Increasing the work tolerance of severely retarded persons through a work adjustment training program. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(2), 22-30.

The present study demonstrates that through alteration of the physical environment, gradual increase of work periods, and realistic reinforcement systems tied directly to the desired behavior, severely retarded work adjustment clients can be taught to remain at their work station without being disruptive to other workers or workshop personnel. An additional benefit of this training procedure was a rise in production as uninterrupted time spent on the job increased from five minutes to thirty minutes.

1812 Shinnick, M., The follow-up of rehabilitation facility short-term training. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(2), 31-37.

This research involved a follow-up of six adjustment and evaluation training programs conducted by the Auburn University Region IV Rehabilitation Facility Training Program. The follow-up indicated that the training had a high impact on participants which remained stable for up to 18 months. The study concluded that the participants initiated a wide variety of changes in their facility programs, thereby improving services to handicapped people. The follow-up instrument provided the Region IV Rehabilitation Training Program with trainee reaction to training and data on the extent to which job performance has been changed as a result of training.

1813 Wisconsin Department of Public Instruction, Basic life functions instructional program model. Madison, Wisconsin: DPI Publications, 1975.

A curriculum guide for instructing moderately and severely retarded children in the areas of social, affective, motor, and cognitive skills. The material is constructed to assess the skills and abilities individual children have and to build on these skills in a step-by-step manner. Topics covered relevant to independent living skills training include: self-image, family life, telephone skills, use of public services, community services information, transportation, dressing, personal care, eating, illness prevention, safety, use of money, time-telling, shopping, cooking skills, housecleaning, and washing and ironing clothes. For each skill, a goal, a description of the skill to be taught, a suggested instructional activity, and needed equipment and materials are given.

1814 Fry, R., VEWAA-CARF vocational evaluation and work adjustment standards with interpretive guidelines and VEWAA glossary. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(2), 46-48.

Describes the document entitled VEWAA-CARF Vocational Evaluation and Work Adjustment Standards with Interpretive Guidelines and VEWAA Glossary published by the Materials Development Center, University of Wisconsin-Stout, Menomonie, Wisconsin.

1815 Bellamy, G. (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976.

This document focuses on the reporting of research efforts into the skills which the severely and profoundly retarded must have to live competently in the community and to succeed vocationally. Sections include vocational training, production supervision, vocational assessment, domestic living, and behavior observation systems for program evaluation.

1816 Bellamy, G., Peterson, L., & Close, D., Habilitation of the severely and profoundly retarded: Illustrations of competence. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 3-16.

Severely and profoundly retarded adults appear able to benefit from significantly more vocational opportunities than are typically provided. Examples of work tasks currently performed by this group are presented in order to emphasize their vocational abilities, and successful training and supervision procedures are illustrated.

1817 Irvin, L., General utility of easy-to-hard discrimination training procedures. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 19-25.

The general utility of a method of teaching difficult visual discrimination in assembly tasks to severely retarded persons was investigated. Twenty-four severely retarded adults were trained to assemble a bicycle axle and nut. Correct positioning of the nut required a difficult visual discrimination. The training procedure involved teaching a series of "easier" discriminations between the faces of lock-nuts to facilitate acquisition of the criterion discrimination. Results suggested that though this easy-to-hard training procedure facilitated criterion performance by 17 of 24 subjects, its general applicability appeared limited.

1818 Irvin, L., & Bellamy, G., Manipulation of stimulus features in vocational skill training of the severely retarded: Relative efficacy. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 27-41.

Fifty-one severely retarded adults were taught a difficult visual discrimination in an assembly task by one of three training techniques. The efficacy of two previously reported techniques and a new combination of these techniques was compared. These were: (1) adding and reducing large cue differences on the relevant shape dimension (ARLCD); (2) adding and fading a redundant color dimension (AFRD); and (3) a combined ARLCD/AFRD procedure. Significant differences between techniques in both trials and errors before criterion performance were attributed to differences in the establishment of stimulus control in the first phase of training with ARLCD/AFRD being the most efficient, AFRD next, and ARLCD the least efficient. These results demonstrated the effectiveness of the combined procedure and indicated that substantial differences may exist in the efficacy of various training procedures involving manipulation of stimulus features.

1819 Hunter, J., & Bellamy, G., Cable harness construction for severely retarded adults: A demonstration of training technique. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 43-50.

Three severely retarded adults were taught to construct an eleven-wire cable harness similar to those available in many sheltered workshops. Individual training was used with two trainees, and these required a total of 18 and 35 hours of instruction before learning the task. Both the successful acquisition of this apparently difficult work task and the subsequent rates at which it was performed argue for inclusion of more severely and profoundly retarded adults in existing sheltered work programs.

1820 Bellamy, G., Habilitation of the severely and profoundly retarded: A review of research on work productivity. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 53-69.

Research on work rates of severely and profoundly retarded adults is reviewed to clarify the empirical basis for supervision procedures in sheltered workshops. A variety of relationships between productivity and characteristics of the work setting are apparent. Supervisor instructions preceding work, positive contingent consequences, modeling and social facilitation, and more general aspects of the work setting can all affect production rates. The applicability of these relationships to practical workshop settings is limited by the lack of more precise information about the relationships and by some systematic differences between typical research settings and the situations in which the severely and profoundly retarded are likely to work. Future research should focus on the development and evaluation of practical supervision procedures and evaluation techniques in realistic work settings.

1821 Fuller, A., The effects of a multiple schedule of reinforcement with a bonus contingency on response rate. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 71-76.

This program was designed to increase on task behavior and improve the production rate of a profoundly retarded worker in a subcontract workshop. The worker was a twenty-three year old woman labeled profoundly retarded whose work involved assembly of three-piece electronic components. The treatment procedure involved adding a fixed interval schedule of reinforcement to the existing fixed ratio and thereby allowing the worker to earn bonus incentives. An improvement in both productivity and on task behavior and a reduction in day-to-day variability of both productivity and on task behavior were observed when treatment was begun. Interpretation of this result is difficult, however, because the changes did not reverse when treatment was withdrawn.

1822 Bellamy, G., & Snyder, S., The trainee performance sample: Toward the prediction of habilitation costs for severely handicapped adults. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 79-87.

Severely handicapped adults have often been excluded from vocational rehabilitation programs because they were not seen as feasible for ultimate occupational success. Recent training and management research has demonstrated that these adults can be quite successful with appropriate training, and a practical basis for selecting and placing them in training programs is needed. For this reason the Trainee Performance Sample (TPS) was developed to predict time required for vocational training. Preliminary data on the TPS indicates high internal consistency reliability and stability of scores over time and trainers. Further, correlations between TPS scores and training time and trials were above .75 in four of seven samples. Although considerably more research is needed, the TPS does appear to be a potentially useful instrument in making client acceptance and placement decisions for severely handicapped adults.

1823 Close, D., Community living for severely and profoundly retarded adults: A group home study. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 91-98.

Severely and profoundly retarded institutionalized adults are studied in a group home setting. Program philosophy, training procedure, and evaluation methods are described. Information on self-help and social skill acquisition is presented. Results show a significant difference in skill acquisition from the experimental group compared to an institutional control group. The results are discussed in light of the current normalization and deinstitutionalization movement. Recommendations for further research in habilitation, social skill training and maintenance, program evaluation, program cost and subject attitudes are presented.

1824 Robinson-Wilson, M., Picture recipe cards as an approach to teaching severely retarded adults to cook. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 99-106.

Picture-only recipe cards were used to teach three severely retarded adults to cook hot dogs, hot chocolate, and Jello. Training was done individually in a fully equipped kitchen. All trainees learned to follow each of the recipes. Evidence for the development of a generalized skill of following picture recipes was provided by decrease in training time and trials required to learn successive recipes and by increases in the percent of steps performed correctly on the first trial on new recipes.

1825 Todd, N., Bellamy, T., & Leiter, M., Behavioral observations for work situations: Coding definition manual. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 109-118.

Describes procedures for observing and coding behavioral events in a workshop or other work setting employing severely handicapped adults. The coding system applies naturalistic observation techniques to vocational assessment and evaluation by recording the behavior of a worker or trainee, his or her productivity, and events in the surrounding environment. The system is designed to supply ongoing data which will assist in operationally defining the objectives of habilitation programs and provide evaluative data relative to attainment of these objectives.

1826 Leiter, M., Behavioral observations for work situations: Revision for group observation. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 119-125.

The code developed by Todd, Bellamy, and Leiter (1975), provides extensive information on the behavior of a single worker and the events in the work environment. However, it is less useful for observing a group of subjects, and a second code was needed to record more general information about all workers in a given production setting. Using the code described here, a group of sixteen workers and their trainers may be observed by two coders, and information concerning the workers' behavior and the interaction between workers and trainers can be recorded. The group code is built about the same parameters as the individual code, and meets the same requirements for unobtrusive observations in a natural environment.

1827 Bellamy, G., Horner, R., & Inman, D. (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977.

In this second of a series of books concerning the habilitation of the severely and profoundly retarded, Bellamy, Horner, and Inman have extended the research reported in Volume I. Contents include issues in habilitation (review of habilitation techniques, analysis of vocational training, the issue of informed consent), evaluation of habilitation procedures (maintenance of upright walking posture, production management with the retarded, and teaching saw chain assembly), and related research (teaching tool use skills and long term retention of vocational skill training).

1828 Bellamy, G., Inman, D., & Schwarz, R., Vocational training and production supervision: A review of habilitation techniques for the severely and profoundly retarded. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 3-21.

In this discussion of the vocational habilitation of the severely and profoundly retarded, retardation is viewed as a problem of behavioral deficits which can be remediated through adequate environmental planning rather than as an irreversible condition arising from impaired intellectual functioning. Results of research on techniques for vocational training and techniques for supervision production are reviewed.

1829 Horner, R., & Bellamy, G., A conceptual analysis of vocational training with the severely retarded. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 23-42.

Emphasizes that careful consideration must be given to programming and training procedures in the vocational training of the mentally retarded. The purpose of this chapter is to explore the relevance of teaching the "general case" which is defined as "after instruction on some tasks in a particular class, any task in that class can be performed correctly."

1830 Horner, R., Accountability in habilitation of the severely retarded: The issue of informed consent. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 43-54.

Normalization and deinstitutionalization trends indicate that retarded adults are going to be returning to or staying in their local communities. The current emphasis on accountability suggests that the educational, recreational and vocational programs designed to meet the needs of retarded adults must comply with legal, social and ethical requirements. One such requirement is informed consent. A legal analysis of informed consent is presented, and implications of this analysis for retarded adults in community settings are outlined.

1831 Bellamy, G., & Irvin, L., Habilitation of the severely and profoundly retarded: An applied research perspective. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 55-66.

The applied research program described here is designed to examine the sources of variability in vocational habilitation outcomes with severely and profoundly retarded adults. The research is a direct result of the problems and issues encountered in the Specialized Training Program, a model community program for these adults. The purpose of the research is to identify efficient habilitation techniques for use in community programs.

1832 Horner, R., Stimulus control, transfer and maintenance of upright walking posture with a severely retarded adult. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 69-80.

The present study describes a method of obtaining stimulus control of upright walking posture with one severely retarded adult, and examines the effects varying antecedent and consequent variables in a transfer setting. Results indicate that improved posture in the transfer setting was functionally related to manipulation of training setting variables. Maintenance of posture gains in the transfer setting was excellent across a six-month follow-up phase.

1833 Bellamy, G., Inman, D., & Yeates, J., Workshop supervision: Evaluation of a procedure for production management with the severely retarded. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 81-89.

Work rates of three severely retarded adults assembling a cable harness were studied over an 18-month period. Supervision contingencies involving differential reinforcement of higher production rates resulted in increases in production rate and decreases in variability in comparison with ongoing supervision procedures that involved partial immediate payment (token reinforcement) for work, contingent supervisor contact for task appropriate work behavior and immediate quality control. The degree of improvement of two of the three subjects was considered ecologically significant on the basis of productivity levels reached and maintenance of those levels.

1834 O'Neill, C., & Bellamy, G., Evaluation of a procedure for teaching saw chain assembly to a severely retarded woman. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 91-99.

The purpose of this research was to determine whether a functional relationship existed between specific training procedures and task acquisition. A severely retarded woman learned to assemble saw chain when teaching procedures involving differential reinforcement, modeling, and physical priming were used. The use of a multiple baseline design across task segments allowed for the interpretation that the procedures were functionally related to the trainee's gains. The results support previous illustrations of the potential vocational competence of severely retarded persons and imply that applied researchers should now focus on reducing the discrepancy between research results and existing service programs.

1835 Horner, R., et al., Considerations in dealing with low production rates of severely retarded workers. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 101-118.

The present paper presents four studies from workshops affiliated with the Specialized Training Program, a contract workshop at the University of Oregon which employs severely and profoundly retarded workers. Each study describes a programmatic option taken with a worker who (a) had undergone intensive one-to-one training on a complex task prior to entering production, (b) had demonstrated the ability to perform at a reasonably high rate, yet (c) was maintaining a low work rate in a structured production setting. The production settings in the studies were all highly contingent environments in which staff contact, tokens and/or edibles were delivered only when a worker performed appropriately (cf. Bellamy, Inman & Horner, in press; Bellamy, Inman & Yeates, Note 2). The four studies describe effects of (a) differential reinforcement, (b) retraining, (c) self-delivery of reward, and (d) psychoactive drugs on the production rate of severely retarded workers.

1836 Rose, H., Effectiveness and generalization of overcorrection procedures with stereotyped behavior of a severely retarded adult. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 119-124.

A 38-year-old severely retarded woman who exhibited high rates of self-stimulation behaviors was exposed to an overcorrection procedure during the morning break in a sheltered workshop. Rates of self-stimulation behaviors were monitored during these breaks and in three other settings. The treatment, implemented in ABAB design, appeared functionally related to significant reduction in the behavior in the treatment setting.

1837 Bellamy, G., Oliver, P., & Oliver, D., "Operations" in vocational training for the severely retarded. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 127-135.

Severely retarded adults have repeatedly demonstrated their ability to learn difficult vocational skills. Yet, in many sheltered workshops the rapidly changing work and consequent need for frequent retraining may prevent their participation unless training can become more efficient on successive tasks. A possible approach to increasing training efficiency is described which focuses on teaching workers to respond correctly to cues frequently used in vocational training, such as modeling or priming the response, or providing match-to-sample cues.

1838 Prill, N., Evaluation of a procedure for teaching generalized tool use skills to a severely retarded person. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 143-151.

The purpose of this study was to investigate the utility of a programming approach in prevocational training. A generalized tool use skill, use of a socket wrench set for benchwork disassembly, was programmed through the selection of training tasks that sampled a defined range of stimulus and response variation.

1839 Irvin, L., & Bellamy, G., Long-term retention of vocational skill training by severely retarded individuals. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 153-158.

The research described here was designed to investigate the effects of stimulus features manipulation training strategies, like those employed by Gold (1972, 1974) and Irvin and Bellamy (1977), on severely retarded individuals' long-term retention/relearning of vocational skills. The current research investigated two questions that arise from the results of these two studies: (a) do different stimulus manipulation training strategies produce differential skill retention/relearning effects; and (b) is retention/relearning efficient when all redundant training cues are removed from the relevant stimulus dimension(s) of the criterion task during the maintenance probe?

1841 Parnicky, J., & Agin, D., Pathways toward independence. Columbus, Ohio: Nisonger Center, Ohio State University, 1975.

A manual which presents a program for establishing and maintaining normative skills and habits in moderately retarded adults. The manual includes an introduction to the training program and information sections on vocational skills training, daily living skills training, and social adjustment skills training. Also included are curriculum outlines for the various skills taught under each section. Each curriculum outline presents a series of target behaviors with the steps to be learned in the performance of each behavior, or objectives with a narrative procedure section. Sample forms are included for recording and analyzing client progress.

1842 Schalock, R., Competitive employment screening test. Hastings, Nebraska: Mid-Nebraska Mental Retardation Services, 1976.

Presents a developmentally sequenced list of target behaviors for evaluation. Procedures for evaluating each target behavior and the pass criterion are also given. Areas covered include: job related skills, responsibility towards work, work performance, behavior in the job situation, and personal appearance. Companion volume to the Competitive Employment Teaching Manual (CETM).

1843 Schalock, R., Competitive employment teaching manual. Hastings, Nebraska: Mid-Nebraska Mental Retardation Services, 1976.

Companion volume to Competitive Employment Screening Test (CEST). Presents the same developmentally sequenced list of target behaviors as presented in the CEST with specific objectives, suggested remediation techniques and materials needed for each procedure. Areas include job related skills, responsibility towards work, work performance, behavior in the job situation, and personal appearance.

1846 Schalock, R., Ross, B., & Ross, I., *Basic skills screening test*. Hastings, Nebraska: Mid-Nebraska Mental Retardation Services, 1976.

Presents a developmentally sequenced list of target behaviors for evaluation. Procedures for evaluating each target behavior and pass criterion are also given. Areas covered include: sensory-motor functioning, visual processing, auditory processing, language, reading, writing, arithmetic, social-emotional development and behavior, and work skills. Companion volume to the *Basic Skills Remediation Manual* (BSRM) below.

1847 Schalock, R., Ross, B., & Ross, I., *Basic skills remediation manual*. Hastings, Nebraska: Mid-Nebraska Mental Retardation Services, 1976.

Companion volume to *Basic Skills Screening Test* (BSST). Presents the same developmentally sequenced list of target behaviors as presented in the BSST with specific objectives, suggested remediation techniques, and materials needed for each procedure.

1860 Flexer, R., et al., Relationships of I.Q. to experiences and adjustment in work-study programs for handicapped youth. Unpublished manuscript, Texas Tech University, n.d.

In order to explore the relationships between IQ, services received during, and functioning just prior to graduation from work-study programs for handicapped youth, questionnaire, test, and rating data pertaining to 177 students in 68 work-study units in Texas were collected. In general, the lower the IQ, the more the student received by way of special services and the less adequately he or she performed on measures of personal-social and vocational adjustment. Students in the borderline range of intelligence were provided with program experiences much like those offered to persons in the mild mental retardation range, and closed out their programs in similar kinds of low-paying job placements, but also surpassed the mentally retarded and occasionally resembled students in the low normal IQ range on certain other measures of adjustment. Implications for rehabilitation's involvement with persons in the borderline range of intelligence are discussed.

1862 Flexer, R., Newbery, J., & Martin, A., Use of goal setting procedures in prevocational training of the severely retarded. Unpublished manuscript, Texas Tech University, n.d.

The present study is an exploratory attempt to train the severely retarded to internalize a "work ethic"--that is, to view work as a means to an end. Client-selected goals (purchase of desired items) were used to give clients some end toward which to work. Feedback was given at the end of each work day to indicate movement toward the goal. This process was repeated over several months to determine whether productivity level could be maintained over a long time span.

1863 Sigelman, C., et al., Performance of the mentally retarded in interviews: Responsiveness to questions. Unpublished manuscript, Texas Tech University, 1978.

A study of the feasibility of interviewing the mentally retarded in answer to the following questions: (1) To what extent can the mentally retarded respond to interview questions? (2) To what extent are their answers reliable in the sense that they are consistent over time? (3) To what extent are answers reliable in the sense that answers to alternative forms of the same question are consistent? (4) To what extent are answers provided by consumers valid in the sense that they correspond to factual information and information provided by significant others? (5) Which question formats optimize responsiveness, reliability, and validity? (6) To what extent is interview performance a function of IQ, and at what mental age does an interview approach become impractical?

1864 Magee, J., A preliminary report on social skill training in mildly retarded adolescents. Unpublished manuscript, Texas Tech University, 1974.

The present investigation is concerned with the acquisition and performance of social skills by the mildly retarded. Successful interpersonal interactions and the use of acceptable social amenities are an integral part of cognitive development which research suggests is very often lacking in the behavioral repertoire of the retarded. The crucial aspect of this problem is the significant role that social behavior plays in vocational success. It is to this specific area--social skills in job performance--that this research is addressed.

1865 McLaurin, J., & Laenger, C., *Employability restoration engineering program for severely handicapped*. San Antonio, Texas: Southwest Research Institute, 1977.

This was a one year demonstration of the application of rehabilitation engineering skills to enhance the employability of the severely disabled. Twelve clients referred by the Texas Rehabilitation Commission and the State Commission for the Blind were evaluated by the bioengineering department of the Southwest Research Institute for the feasibility of creating assistive devices and aids that would enable them to perform jobs for which there was a market. They were put through a program of stages of work training and evaluation which culminated in eventual job placement by the referring agencies. The report included a technical appendix which described the devices and measurements, specifications and costs. There were also recommendations for additional demonstrations to further test and refine the results. (NTIS No. PB282292)

1866 Perlman, L., *Job placement study*. Washington, D.C.: National Industries for the Severely Handicapped, 1978.

The National Industries for the Severely Handicapped (NISH) recently concluded an in-depth study of factors affecting the job placement rates of sheltered workshops. The study which took place in 1977-1978 includes findings from survey data from 82 sheltered workshops participating in the Javits-Wagner-O'Day program. Under this program, NISH represents sheltered workshops employing primarily severely handicapped persons in acquiring and implementing contracts with federal procuring agencies. The goal of the research was to isolate "critical factors" which tend to enhance the potential for competitive job placement of the severely handicapped. Since improved job placement for clients is a basic objective of NISH, it was appropriate to discern what the workshops with better placement rates were doing differently from those with poorer rates. Some of the more significant trends indicated that workshops with better placement rates (12.50% or higher) had at least one full-time person on staff; the executive director had primarily a social service/rehabilitation background; the majority of the Board of Directors represented the business/industrial community; work flow was more stable; job placement plans for "work-ready clients" were reviewed every one or two months; more referrals from state vocational rehabilitation agencies, etc.

1867 Walls, R., Zane, T., & Werner, T., Vocational behavior checklist. Morgantown, West Virginia: West Virginia University, Research and Training Center, 1978.

The Vocational Behavior Checklist (VBC) is an evaluation device for assessment of client work skills, training needs, and effectiveness of training itself. It includes 339 relevant specific vocational skills identified within classes, sequences and organized for use in an individual's development and acquisition of vocational skills. The instrument uses criterion reference rather than norm reference to assess a client's vocational progress. In criterion reference, skills are listed in specific terms so that it can be determined whether or not an individual client has mastered these skills. The skill objectives of the VBC are divided into the following seven classes: (1) Prevocational skills, (2) Job seeking skills, (3) Interview skills, (4) Job-related skills, (5) Work performance skills, (6) On-the-job social skills, and (7) Union/financial/security skills. A skill summary chart set allows the recording of client behaviors in initial assessment as well as in training as it progresses. A skill objective profile sheet shows overall status of strengths and weaknesses by plotting information derived from the skill summary charts.

1868 Romaine, J., A salary and benefit survey of staff personnel in Wisconsin facilities. Menomonie, Wisconsin: University of Wisconsin-Stout, School of Education, Stout Vocational Rehabilitation Institute, 1978.

The purpose of this study was to obtain current comprehensive salary, benefit, education, and experience information on staff personnel working in vocational rehabilitation facilities in the State of Wisconsin. To compile this information, a seven page questionnaire was mailed to 58 facilities in the State of Wisconsin. Forty-two responses were received for an effective response rate of 72%. Data on entry salary, present salary, education, experience, and years of work in the unit for each of 20 different facility positions (both professional and nonprofessional) are summarized.

1869 Winefordner, D., Worker trait group guide. Bloomington, Illinois: McKnight Publishing Company, 1978.

This book was developed as part of the Appalachia Education Laboratory's Career Decision Making Program and is intended to act as a "second volume" to the fourth edition of the Dictionary of Occupational Titles. The book organizes D.O.T. jobs into areas which are related to the general work interests of people including artistic, scientific, nature, authority, mechanical, industrial, business, persuasive, accommodating, humanitarian, social/business, and physical performing. These major areas are subdivided into 66 worker trait groups which represent clusters of occupations requiring similar worker characteristics. Each worker trait group section presents descriptive information about the work performed in that group, a list of worker qualifications, and a list of occupations in that group. The worker qualifications sections include information on work activities, work situations, worker functions, physical demands, working conditions, aptitudes, general education development, and preparation and training. The D.O.T. code is given for each job listed. The document can help clients move from areas of general interest to specific occupations listed in the fourth edition of the D.O.T.

1870 Fry, R., Occupational information in vocational evaluation. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

There has been a growing awareness and concern within the field of vocational evaluation, particularly within the last five years, that a need exists for incorporating more and better occupational facts and information into the vocational evaluation process. The goal of this publication is to encourage vocational evaluation professionals to think about the importance of providing clients with occupational facts and information, and to provide some direction for obtaining and using that information. Specific objectives are to (1) define the term occupational information and differentiate it from other closely related terms; (2) discuss the importance of using occupational information in the vocational evaluation process; (3) suggest some ways of using occupational information in vocational evaluation; (4) suggest some ways for classifying the information for the most convenient client and professional use; (5) provide information on how to find out and keep up-to-date on what occupational information media exists; (6) list some suggested initial materials for purchase for a starter occupational information resource area, and finally, (7) suggest some ways to determine what occupational information should be ordered to meet the needs of the particular facility and clientele.

1871 Kensley, K., A comparison study of teacher certified and non-certified evaluators functioning in vocational schools. Menomonie, Wisconsin: University of Wisconsin-Stout, School of Education, Stout Vocational Rehabilitation Institute, 1977.

The purpose of this research is to determine if there is a difference in job functions between vocational evaluators who are certified teachers and those who are not certified but are currently functioning as evaluators in vocational schools.

1872 Kazdin, A., The token economy. New York: Plenum Press, 1977.

The purpose of this book is to review, elaborate, and critically evaluate current research and theory about the token economy. Features of the token system are examined such as the variables that contribute to its efficacy, its accomplishments, limitations, and potential weaknesses. The book encompasses programs in diverse treatment, rehabilitation, and educational settings across a wide range of populations including psychiatric patients, mentally retarded, delinquents, prisoners, drug addicts and alcoholics, and individuals in classroom settings. Chapter topics include principles of operant conditioning, program options and variations, reviews of token economies, major issues and obstacles in ensuring effective programs, generalization of behavior change, and critical evaluation of the token economy. Finally, the author reviews recent legal decisions affecting the design and implementation of token economies.

1873 Weinstein, E., Bibliography of current career information. Washington, D.C.: American Personnel and Guidance Association, National Vocational Guidance Association, 1978.

This bibliography contains a compilation of titles of career information literature, films, and filmstrips that have been reviewed and evaluated according to standards established by the National Vocational Guidance Association. This edition contains over 2,500 items in career literature and 82 items in the career films section. The material cited was produced in the period from 1973 through 1977. All entries are organized and listed according to specific occupations. Abstracts are included with the audiovisual material along with a publisher-distributor index.

1874 Patterson, R. (Ed.), Maintaining effective token economies. Springfield, Illinois: Charles C. Thomas, 1976.

The editor has selected seven difficult question areas relating to token economies as follows: how should line staff be selected to work in a token economy; how should staff be trained; how is frequent and appropriate staff reinforcement best accomplished; how does one design data and program information systems so as to allow for sufficiently frequent and rapid revisions; what are some ways to communicate treatment information to all staff who interact with the patient; what methods allow for the collection of diversified but reliable data; and how should token economy programs be designed so as to provide for individualized treatment programs.

1875 Fry, R. (Ed.), Suggested publications for developing an agency library on work evaluation and work adjustment (sixth edition). Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

The purpose of this publication is to provide a select list of documents to choose from to establish an agency or personal starter library on the subjects of work evaluation and work adjustment. This sixth revision of "Suggested Publications" lists 54 titles with annotations and ordering information for documents available from MDC and other sources.

1876 Madison Opportunity Center, Job descriptions. Madison, Wisconsin: Author, 1967.

Describes the variety of subcontract job tasks, job skill training, and on the job training available at the Madison Opportunity Center, Madison, Wisconsin.

1877 Korn, T., et al., A self-study manual for the Dictionary of Occupational Titles, 3rd edition. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

This publication is the second self-study package used in the training program Occupational Information in Rehabilitation Services I. This self-study manual provides the skills required for day-to-day use of the DOT with clients having vocational problems. A complete Dictionary of Occupational Titles (3rd Edition) and a Handbook for Analyzing Jobs (1972) is necessary in order to complete this manual.

1878 Dunn, D., & Kruel, D., Point sampling: A quantitative approach to observation in rehabilitation facilities. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

This manual provides step by step instructions for developing and norming a behavior observation system. Two technical supplements are included. The first provides statistical computation routines for a simple pocket calculator. The second is a sample behavior observation manual.

1879 Cook, C., ...by a thread: An alternative program for the moderately and severely mentally retarded. Philadelphia, Pennsylvania: Philadelphia Association for Retarded Citizens Developmental Center, 1977.

The sewing program was initiated with the objective of helping lower functioning women develop as total persons. Sewing was to be the means for achieving this main objective; the acquisition of sewing skills was only a secondary objective. Detailed lesson plans include hand sewing skills, craft skills and sewing machine skills.

1880 Anderson, F., & Culpepper, K., Work therapy for the severely retarded. Gracewood, Georgia: Gracewood State School and Hospital, 1974.

The purpose of this manual is to provide information on how to develop and carry out a work therapy program for adult severely multi-handicapped people, primarily those who are institutionalized. Some sections include development of a plan, physical space, staffing the program and staff training, evaluating as an essential to the program, directions for some projects, and advanced work therapy.

1881 Maryland State Department of Education, Vocational evaluation in Maryland Public Schools. A model guide for student assessment. Baltimore, Maryland: Division of Vocational Technical Education, 1977.

The purpose of this model is to serve as a resource for communicating purposes, philosophy, and outcomes of the vocational evaluation process to professionals in the public schools and to the general public. It also provides information regarding the various concepts of the vocational evaluation process useful in facilitating the establishment of vocational evaluation programs. Sections include basis and development of the model, referrals, standards and evaluative criteria, components of vocational evaluation staff (roles and functions), process and output.

1882 Clearinghouse on the Handicapped, Independent living for handicapped individuals: Sources of information. Washington, D.C.: Office for Handicapped Individuals, Department of Health, Education, and Welfare, 1978.

Agencies and institutions in the various states are listed which provide independent living services and which may be able to provide information in this area.

1883 Yost, A., Schroeder, S., & Rainey, C., Home economics rehabilitation: A selected, annotated bibliography. Columbia, Missouri: University of Missouri, 1977.

Written primarily for professionals in the field of home economics who deal with the handicapped, this bibliography contains selected abstracts on the physically handicapped, hearing impaired, visually impaired, food and nutrition, clothing and grooming, child and family relations, home and site accessibility, and home management, equipment and aids. Much of this material is related to independent living and social and personal adjustment.

1888 Westaway, A., & Apolloni, T. (Eds.), SCOR curriculum: Volume I. Independent living skills assessment system. Petaluma, California: Copy Shop/Casa Grande Center, 1977.

An assessment system designed for use in recording, planning, and reporting client progress. The system provides objectives, needed materials, and performance criteria for assessing over 900 target skills both prior to and during the instructional process. Instructions and sample forms are also included for implementation of the system. Areas covered include: personal management, social development, household management, academics, leisure time, job readiness, and work skills. Companion volume to SCOR Curriculum: Volume II.

1889 Westaway, A. (Ed.), SCOR curriculum: Volume II. Independent living skills program system. Petaluma, California: Copy Shop/Casa Grande Center, 1977.

Companion volume to SCOR Curriculum: Volume I. Provides objectives, needed materials, and suggestions for instructional activities for each of the over 900 target skills assessed in Volume I.

1909 Vash, C., Emerging issues in rehabilitation - sheltered industrial employment. Washington, D.C.: Institute for Research Utilization, 1977.

This paper provided a state-of-the-art review of sheltered employment of the disabled in the U.S. and abroad with emphasis on programs in which the disabled were semi-integrated or fully integrated into mainstream industry. Includes an annotated bibliography of 53 items. (NTIS No. PB282692)

1910 Dickson, M., Summer work experience program for young blind people. Journal of Visual Impairment and Blindness, 1978 (April), 147-150.

A CETA funded program of prevocational summer work experience for young blind adults was established to teach job seeking skills, to develop decision making processes, and to explore interests and capabilities for potential future employment. Opportunities were provided for independent living, money management, and improvement of mobility skills.

1911 Parker, B., & Buchkoski, D., Vocational exploration curriculum. St. Paul, Minnesota: St. Paul Technical Vocational Institute, Program for Deaf Students, 1978.

Describes the vocational exploration and evaluation laboratory which provides hearing impaired students with the opportunity to obtain information about vocational and technical training areas offered at the St. Paul Technical Vocational Institute and other area vocational technical institutes in the Minneapolis/St. Paul area. Description of the following exploration/evaluation areas is included: business and office occupations, health occupations, communications and media occupations, construction occupations, transportation and mechanical occupations, technical and manufacturing occupations, and personal service occupations.

1912 Sankovsky, R., Japp, L., & Klein, S., How to develop a client orientation program at a rehabilitation facility. Institute, West Virginia: Research and Training Center, 1975.

The purpose of this publication is to serve as a guideline for developing a client orientation program at a rehabilitation facility. Discussion includes who should conduct an orientation program, when should the program be conducted, how long the program should last, components of a program, and developing a handbook.

1913 Munger, S., Seiler, E., & Altman, J., Job counseling and placement for the use of basic skills (Volume 1: Techniques). Allison Park, Pennsylvania: Synectics Corporation, 1977.

Two volumes make up this handbook. Volume 1 (above) suggests courses of action that are effective in counseling and placing persons of limited cognitive skill. Volume 2 summarizes requirements information for more than 8,000 occupations selected from the Third Edition of the Dictionary of Occupational Titles. Each of these occupations was judged by analysts to require not more than an eighth grade level of educational development. The purpose of the handbook is to expand the range of jobs available to persons having only basic cognitive skills. Volume 1 includes sections on determining client capabilities, enhancing client capabilities through training, identifying job opportunities, developing job opportunities, and matching client and job opportunities.

1914 Munger, S., Seiler, E., & Altman, J., Job counseling and placement for the use of basic skills (Volume II: Jobs). Allison Park, Pennsylvania: Synectics Corporation, 1977.

Two volumes make up this handbook. Volume I suggests courses of action that are effective in counseling and placing persons of limited cognitive skill. Volume II (above) summarizes requirements information for more than 8,000 occupations selected from the Third Edition of the Dictionary of Occupational Titles. Each of these occupations was judged by analysts to require not more than an eighth grade level of educational development.

1931 Powers, J., Holm, K., & Kreps, A., Community living skills guide - job orientation. Denver, Colorado: Metropolitan State College, The College for Living, n.d.

A curriculum guide designed for mentally retarded individuals who are ready for employment, already employed, and/or highly motivated in learning about obtaining and retaining a job. Goals and objectives are presented for instruction in the following areas: exploration, development of employment opportunity skills, applying for employment, handicapping conditions, personal hygiene and grooming, interviewing techniques, separating from present situation and adjusting to new employment, and job retention.

1932 Halpern, A., Testing social and prevocational awareness of retarded adolescents and adults. Eugene, Oregon: University of Oregon, Rehabilitation Research and Training Center in Mental Retardation, 1976.

This paper reviewed the development of the Social and Prevocational Information Battery (SPIB) and SPIB-1 undertaken by the Rehabilitation Research and Training Center in Mental Retardation at the University of Oregon 1973-75. The SPIB was designed to measure knowledge of the mildly retarded in the areas of banking, budgeting, purchasing, job search skills, job related behavior, home management, health care, hygiene and grooming and functional signs. The SPIB-1 was a modification of the original battery for use with the moderately retarded. Topics reviewed included SPIB format, reliability and validity tests, level of difficulty and guessing behavior. (NTIS No. PB282334)

1934 Schworles, T., & McCauley, R., Employment opportunities for the spinal cord injured person: Preparing yourself to go to work. Chicago, Illinois: The National Paraplegia Foundation, 1977.

This publication is designed as a guide to employment for spinal cord injured persons. Includes a review of legislation and vocational rehabilitation agency policy, how to apply for a job, being evaluated, interviewed, and occupations open to a wheelchair bound person.

1935 Johnson, D., Project Explore: A vocational assessment model. Unpublished paper, St. Paul, Minnesota, 1978.

Describes Project Explore, a six week half day program which provides special needs students with a variety of career exploration and vocational assessment experiences.

1936 Dunn, D., Work samples as predictors of vocational success. Paper presented at Systems of Vocational Evaluation, a rehabilitation forum sponsored by Rehabilitation Services Education, Auburn University, Auburn, Alabama, July 1977.

Traces the history of the predictive approach and reviews studies on the validity and reliability of prediction. Discusses (1) current evidence that the contribution of personal traits is relatively minor compared to the contribution made by situations and person-situation interactions, (2) work sample scores are easily changed by making slight manipulations of evaluator behaviors and practices, (3) that it is necessary to go outside the field of vocational evaluation and into other fields to explain findings, and (4) dubious practices which lead to multiple changes and thus lack of standardization in commercial systems.

1937 Johnson, D., The occupational awareness laboratory: A program development guide for educators of special needs youth in Minnesota. Unpublished Masters paper, Mankato State University, 1977.

This guide is intended to serve as a process model to establish occupational awareness laboratories in career resource centers and programs in local school districts.

1938 Korn, T., A pre-program self study guide for the training program: Occupational information in rehabilitation services I. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

Intended for use as a pre-program self study guide for the University of Wisconsin-Stout Research and Training Center short-term training program entitled Occupational Information in Rehabilitation Services I. This document has three goals: (1) to describe some reasons why the Dictionary of Occupational Titles (DOT) is useful to rehabilitation workers, (2) the organization and content of the DOT is briefly explored, and (3) terms and concepts used in the DOT and job analysis are defined.

1939 Center for the Family American Home Economics Association, Rehabilitation for independent living - a selected bibliography 1978. Washington, D.C.: Women's Committee, President's Committee on Employment of the Handicapped, 1978.

This bibliography lists 141 publications, motion pictures, filmstrips, and slide series on topics related to independent living. Subject sections include the child with a physical handicap, clothing, home management and devices for independent living, cookbooks, personal aspects of individuals with handicaps and transportation, communication, and architectural barriers. Cost of materials, addresses of publishers and distributors, plus a brief annotation is included with each entry.

1940 Backman, M., The administrator's role in work evaluation. Paper presented at meeting of Association of Rehabilitation Facilities, Kansas City, 1978.

Discusses the role of the facility administrator in (1) the choice of a commercial evaluation system and (2) considerations for integration into the facility's operation.

1941 Nirtaut, D., LaVan, H., & Carley, C., Assessment centers: An examination of the process, participant reaction, and adverse effects. Chicago, Illinois: De Paul University, n.d.

The authors examined the current status of assessment centers, a method used primarily by business organizations for measuring peoples' work related strengths and weaknesses when they are candidates for promotion within their organizations.

1942 Hansen, G., Effects of the use of different types of norms on occupational decisions made by vocational evaluators. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1978.

Discusses the results of a research project, the purpose of which was to determine how three types of norms (client, general population, competitive) effect the evaluator's clinical judgment and decision with respect to a specific occupation.

1943 Bolles, R., A holistic view of specific handicaps. Newsletter About Life/Work Planning. November-December, 1978, 3-5.

A chart which presents in column one, the handicap; in column two, the rehabilitation compensations external to the handicap; column three, the strengths developed internally by the handicapped; column four, samples of some environments where the handicap may be a strength.

1944 Bolles, R., Job search problems. Newsletter About Life/Work Planning, November-December, 1978, 6-7.

A chart which lists the job search problem strategy for solving the problem and the reference where more information can be found on the strategy.

1945 Dunn, D., Rehabilitation counseling curriculum change from the viewpoint of vocational evaluation. In S. Grand (Ed.), Severe disability and rehabilitation counselor training. Washington, D.C.: National Council on Rehabilitation Education, n.d.

Discusses the emergence of vocational evaluation and its implications for the training of rehabilitation counselors and identifies some specific areas of concern for curriculum change.

1946 Fourth Institute on Rehabilitation Issues, The rehabilitation of the severely handicapped homebound. Hot Springs, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, 1977.

The intent of the material is to present relevant issues concerning services to homebound clientele, to provide information for implementing programs for the homebound, and to identify barriers to providing services. Some sections include the service delivery system for the severely handicapped homebound, program development, types of jobs for the homebound, assistance from the small business administration, the job placement process for the homebound, and job task modifications and re-engineering.

1947 U.S. Department of Labor, Employment and Training Administration, Dictionary of Occupational Titles (Fourth Edition, 1977). Washington, D.C.: Author, 1977.

Provides background information on the Dictionary of Occupational Titles from the 1930's to the present 4th edition. Describes the new 4th edition and compares its format with the 3rd edition, published in 1965.

1948 Fourth Institute on Rehabilitation Issues, Rehabilitation facilities: A resource in the vocational rehabilitation of the severely handicapped. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1977.

The study group of this institute developed the document around three major elements: (1) the vocational needs of the severely handicapped, (2) the service programs of facilities to meet those needs, and (3) the factors in the internal and external environments of facilities which influence their service programs. Problematic issues responding to the above are then covered in the following subjects: Identification of vocational development needs, vocational evaluation programs, work adjustment programs, employment/activity programs, vocational placement, community organization, staffing and training, funding client disincentives to facility program participation, and administrative leadership.

1949 Dial, J., McCarron, L., & Henke, R., A review of the McCarron-Dial Evaluation System; Evaluation of the neuropsychologically disabled: A systematic approach. Dallas, Texas: University of Texas, Health Science Center, n.d.

Describes the McCarron-Dial System and provides case examples of its use and subsequent recommendations.

1950 Schalock, R., & Karan, O., Relevant assessment: The interaction between evaluation and training. Paper presented at the Timberline Conference on Vocational Habilitation of the Severely Handicapped, Portland, Oregon, 1978.

The edumetric approach to assessment is described, the essence of which is that instead of finding work to match the abilities of those who can be productive, the emphasis is placed on finding ways to train severely handicapped persons in methods they can use to perform available work.

1951 McCarron, L., et al., *A neuromuscular endurance profile and vocational behaviors*. Denton, Texas: North Texas State University, Center for Rehabilitation Studies, n.d.

Describes a procedure for measuring neuromuscular endurance and rate of learning and discusses its application for work evaluation and neuropsychological assessment. Components of the Valpar Work Samples and the McCarron-Dial Work Evaluation System were used in the study.

1953 Cunningham, T., & Presnall, D., Relationship between dimensions of adaptive behavior and sheltered workshop productivity. *American Journal of Mental Deficiency*, 1978, *82*(4), 386-393.

A factor analysis was performed on the 24 domains of the AAMD Adaptive Behavior Scale using a sample of 217 adult retarded workshop clients. Of the seven dimensions found to describe adaptive behavior, Personal Independence, Social Maladaptation, and Personal Maladaptation accounted for the majority of variance in the factor matrix. Scores on each of the seven factors were obtained for all clients and used to predict productivity in a workshop setting as defined by average hourly salary for the time period in which the scale was administered. It was concluded that adaptive behavior is a multidimensional variable, significantly affecting productivity in sheltered workshop settings.

1954 Sitlington, P., & Wimmer, D., Vocational assessment techniques for the handicapped adolescent. *Career Development for Exceptional Individuals*, 1978, *1*(2), 74-87.

In this article, each of the available assessment techniques is presented, its strengths and weaknesses discussed, and the types of information that can be gained through its use identified. Techniques discussed include job analysis, paper and pencil tests, commercially developed assessment systems, self-developed work samples, behavior analysis techniques, and situational assessment. The article is pointed primarily toward special education teachers who may not be familiar with the above techniques.

1955 Granat, J., Assertiveness training and the mentally retarded. *Rehabilitation Counseling Bulletin*, 1978, *22*(2), 100-107.

This article reviews some of the basic principles of assertiveness training and explains the application of this treatment to the habilitation of mentally retarded adults.

1956 Wehman, P., & Bates, P., Education curriculum for severely and profoundly handicapped persons. *Rehabilitation Literature*, 1978, *39*(1), 2-14.

The purpose of this paper is to review research that will facilitate the development of educational programs for severely and profoundly handicapped persons. Component areas include motor development, self-help, communication, social vocation, and academic skill training. An extensive list of references and a bibliography is included.

1957 Dawis, R., & Lofquist, L., A note on the dynamics of work adjustment. *Journal of Vocational Behavior*, 1978, *12*(1), 76-79.

The process of work adjustment as derived from the Theory of Work Adjustment, is presented in a system-type model. The model integrates the original propositions of the theory with the more recent work on personality-style dimensions. The mechanisms of adjustment to work are discussed to emphasize the dynamic nature of the complete work-adjustment process. The constructs of Work Behavior and Organizational Behavior are introduced as intervening variables in the adjustment process. It is also shown that the forecasting of work adjustment requires the addition of the constructs of Abilities and Ability Requirements.

1958 McDaniel, R., Southeast rehabilitation counselors' views of vocational evaluation services. *The Journal of Applied Rehabilitation Counseling*, 1978, *9*(4), 178-183.

This study focused on rehabilitation counselor's perceptions of vocational evaluation and correlated six counselor demographic characteristics with their response to specific criticisms of vocational evaluation to determine the attitudinal influence from the variables. The results indicated rehabilitation counselors believed vocational evaluation to be a helpful service and the counselors did not reach consensus on improvement recommendations or listed criticisms.

1959 Jewish Vocational Service and Employment Center, *A scale of employability for handicapped persons*. Chicago, Illinois: Author, 1959.

The Scale of Employability was developed at the Jewish Vocational Service and Employment Center, Chicago, Illinois, and was supported through a research and demonstration grant from the Rehabilitation Services Administration, Department of Health, Education, and Welfare, Washington, D.C. The general purpose was to develop a predictive scale for evaluating the employability of vocationally handicapped persons. For the purpose of this scale, "employability" was defined as meaning whether or not a client could be placed on a job and whether or not the client could keep the job after being placed. The scale is made up of three subscales: (1) a counseling scale to be filled out during intake, (2) a psychology scale to be completed by a psychometrist, and (3) a workshop scale to be filled out by workshop foremen.

1960 Rutherford, R., & Beechinor, S., Behavior modification and behavior therapy books: An annotated bibliography. *AAESPH Review*, March, 1976.

Lists approximately 350 books and journal articles on behavior modification and behavior therapy. Documents are divided into categories such as behavioral counseling, behavior research, assertion training, etc.

1961 Rutherford, R., Bibliography of books in behavior modification and behavior therapy: 1978 addendum. Tempe, Arizona: Arizona State University, n.d.

This bibliography is an addendum to the Bibliography of Books in Behavior Modification and Behavior Therapy published in the March 1976 issue of the AAESPH Review.

1962 Esser, T., Client orientation: A key to successful involvement in rehabilitation facility services. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

Provides a guideline for developing a client orientation program to an agency's service structure. Emphasizes that the orientation program should encourage and insure the individual's involvement and participation in the program. Covers aspects such as beginning with the referring agency, encouraging an intake visit, conducting an initial interview, providing a client handbook, arranging an orientation group, use of audiovisual aids, involving the client in the decision making process, considering client advocacy, involving significant others, and conducting an exit interview.

1963 Neidig, R., Hall, H., & Baker, D., A job analysis technique for determining job tasks and performance skills. Washington, D.C.: U.S. Civil Service Commission, Personnel Research and Development Center, 1977.

This report describes a job analysis approach which has been operationally used by the U.S. Civil Service Commission. This procedure represents an approach which could provide the job analyst with job information necessary for a content validity strategy. The technique places emphasis on identifying job skills by using job task statements. This approach works well with activities which plan to utilize the assessment center as a measurement tool, since the job analysis technique provides behaviorally based job analysis data. The report provides a step-by-step procedure explaining the job analysis technique and is designed for a user who does not have personnel measurement expertise. (NTIS No. PB274008)

1964 Bakeman, M., Job seeking skills: Instructing applicants. Minneapolis, Minnesota: Multi Resource Centers, Inc., 1971.

A training manual, the goal of which is to provide a group of trainees with enough information and practice so that each can independently locate and interview for job openings.

1965 Bakeman, M., Job seeking skills reference manual. Minneapolis, Minnesota: Multi Resource Centers, Inc., 1971.

This manual, also a part of the Job Seeking Skills Package, is designed for the instructor in teaching job seeking skills. Sections include background and criteria, the application blank, reviewing assets, ability to answer questions in an interview, appearance, and interviewing techniques.

1966 Bakeman, M., Job seeking skills: Instructing specialists. Minneapolis, Minnesota: Multi Resource Centers, Inc., 1971.

This manual, also a part of the Job Seeking Skills Package, is for the job seeking specalist (instructor) for use in teaching other instructors job seeking skills. Includes sections on preparation for teaching, teaching objectives, and a detailed teaching outline.

1967 McCray, P., The individual evaluation plan. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

The purpose of this publication is to help people directly involved with vocational evaluation understand why individual evaluation planning is important and how it may be effectively practiced. Individual evaluation planning is an essential component of a comprehensive vocational evaluation process. It provides a master plan of the purposes and objectives of an evaluation and a written record of the assessment techniques used, who was involved in carrying out the evaluation, and the extent to which specific goals were achieved. Most importantly, it insures that the unique needs of each individual client are given special consideration and that there will be an organized attempt to satisfy those needs in the most effective and efficient manner possible. The Individual Evaluation Plan meets the requirements of the Vocational Evaluation and Work Adjustment Association (VEWAA) and the Commission on Accreditation of Rehabilitation Facilities (CARF) that a written individual evaluation plan be developed for each client and that every plan clearly outline the purpose of the evaluation, the assessment techniques to be used, who will be involved, review dates, and modifications.

1968 Brolin, J. (Ed.), North Carolina work sample notebook. Auburn, Alabama: Auburn University, Region IV Rehabilitation Facility Training Program, 1978.

The work samples in this notebook were designed by rehabilitation professionals from North Carolina during a training program conducted for vocational evaluators. Each work sample contains Dictionary of Occupational Titles information, list of equipment used, work sample set-up, task analysis, and time analysis.

1969 Shaw, K., Career development: Client responsibility in rehabilitation planning. Journal of Rehabilitation, 1976, 42(5), 30-33, 39.

For the purpose of this article, career development is a process which provides information, understanding, knowledge, and skills that an individual needs in order to establish, develop, and plan for long range vocational goals. A model is included which is to be incorporated in the vocational evaluation process, and includes the following steps: self-awareness, career and personal assessment, career awareness, career exploration, career decision making, career planning, career preparation, and placement.

1970 Rasch, C., & Rasch, J., A model for comprehensive short-term assessment. Rehabilitation Counseling Bulletin, 1978, 22(1), 78-80.

Describes the Career Assessment Center, Madison, Wisconsin, which was established to improve the quality and efficiency of rehabilitation assessment for severely disabled clients. The facility offers a one-site, short-term, and comprehensive evaluation of rehabilitation potentials. Assessment services are provided by a multi-disciplinary team, and client involvement is stressed throughout the evaluation process.

1971 Smith, B., & Fry, R., Instructional materials in independent living. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

The purpose of this bibliography is to list materials, primarily print, which would be useful in teaching clients independent living/personal, social, and community adjustment skills. Much of the material is in curriculum form and provides step-by-step teaching procedures. The material covers areas such as personal care, health, basic survival skills, homemaking, self-concept, sex education, interpersonal relations, leisure time, money management, community resources, transportation, time management, and legal rights.

1972 Quinones, W., A test battery for assessing the vocational competency of moderately mentally retarded persons. Mental Retardation, 1978, 16(6), 412-415.

The major objective of this study was to develop a battery of tests which would predict the vocational competency of moderately mentally retarded people to function in a sheltered workshop program. The San Francisco Vocational Competency Scale was used as the criterion of vocational competency.

1973 Schreiner, J., Prediction of retarded adults' work performance through components of general ability. American Journal of Mental Deficiency, 1978, 83(1), 77-79.

A factor analysis was performed on a set of variables used to predict work performance or industrial rate, for 127 mentally retarded adults. The results indicated that there is a general ability factor that can be partitioned into three components: cognitive, visual-motor, and work sample/sorting abilities. The latter two components were more closely related to industrial rate than was the former. Variables included subject characteristics, standardized tests, ratings, and work samples. As a group, the work samples were the best predictors of industrial rate; the subject characteristics were the poorest.

1974 Revell, W., & Wehman, P., Vocational evaluation of severely and profoundly retarded clients. Rehabilitation Literature, 1978, 39(8), 226-231.

Discusses the application of traditional and alternative techniques of vocational evaluation to the severely and profoundly retarded and indicates that special consideration needs to be given to the evaluation of this population. Discusses the importance of distinguishing between acquisition and production in work sample performance.

1975 Kohring, C., & Tracht, V., A new approach to a vocational program for severely handicapped high school students. Rehabilitation Literature, 1978, 39(5), 138-146.

Describes an innovative vocational evaluation program for severely and multiply handicapped high school students. Procedures, outcomes, and problems encountered are discussed.

1976 Dancer, D., et al., The training and validation of behavior observation and description skills. Behavior Modification, 1978, 2(1), 113-134.

Teaching critical treatment-related skills to behavior change agents is an important task. One such treatment-related skill would seem to be the ability to observe and specifically describe ongoing appropriate and inappropriate behaviors. In this study, the effectiveness of a training "package" in teaching behavior specificity was demonstrated in two experiments. The package involved written instructions, practice in describing videotaped interactions, skill rehearsals, and detailed positive and corrective feedback. The research suggests that important behavioral treatment skills can be identified, measured, trained, and validated.

1977 Garwick, G., & Brintnall, J., An introduction to goal attainment scaling, catalogue-assisted and the ideabook: 550 indicators for use in setting goals. Minneapolis, Minnesota: Technical Assistance for Program Evaluation, 1977.

The general objectives of this manual are twofold: (1) assist the goal-setter using traditional Goal Attainment Scaling or related open-ended goal setting techniques by suggesting a range of different indicators in several problem areas, (2) help interested persons develop a system combining the catalogue approach with traditional Goal Attainment Scaling without minimizing individualization essential to Goal Attainment Scaling.

1978 Garwick, G., An introduction to a tailor-made measurement tool: Goal attainment scaling. Minneapolis, Minnesota: Technical Assistance for Program Evaluation, 1978.

This non-technical booklet is a beginning overview of (a) Goal Attainment Scaling, which is a program evaluation methodology, (b) a therapeutic tool, (c) a record keeping device, (d) an organizational goal setting device, and (e) a needs assessment tool.

1979 McFarlane, F., Emener, W., & Parker, R. (Eds.), Joint NRCA-VEWAA issue. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(1).

Because of a need for a common forum to express convergent and divergent views regarding the professions of rehabilitation counseling and work evaluation, the National Rehabilitation Counseling Association (NRCA) and the Vocational Evaluation and Work Adjustment Association (VEWAA) initiated a comparative exploration of their respective professional disciplines. NRCA and VEWAA devoted a joint special issue of their respective journals (Vocational Evaluation and Work Adjustment Bulletin and the Journal of Applied Rehabilitation Counseling) as a means to facilitate this exploration. Four areas were investigated and reported upon in the two journals: (1) the rehabilitational generalist versus the specialist regarding specific content and job function in rehabilitation, (2) the education and on-going training of rehabilitation counselors and vocational evaluation personnel, (3) the interrelationship of services between counseling and evaluation, and (4) the impact of these services on the client. Eleven articles centering around the four above areas are presented in this special issue.

1980 Sink, J., Field, T., & Gannaway, T., History and scope of adjustment services in rehabilitation. Journal of Rehabilitation, 1978, 44(1), 16-19.

Discusses the history of adjustment services, i.e., adjustment services for the blind, the private rehabilitation movement, public rehabilitation movement, the Vocational Evaluation and Work Adjustment Association (VEWAA), and legislation supporting adjustment services.

1981 Carter, R., Medical adjustment services for the severely handicapped. Journal of Rehabilitation, 1978, 44(1), 20-23.

Describes a medical rehabilitation adjustment program including pre-admission/admission stage, rehabilitation evaluation stage, orthotic or other devices, full comprehensive rehabilitation program, patient communication, patient and family conference, discharge stage, and follow-up stage.

1982 Means, R., & Akridge, R., Psychological and behavioral adjustment: A model of healthy personing. Journal of Rehabilitation, 1978, 44(1), 24-29.

This paper presents a model by which to organize rehabilitation adjustment services. The following personal adjustment areas are discussed: (1) communication skills, (2) purpose (reason for being), (3) beliefs, (4) values, (5) achievement skills, (6) self-control skills, and (7) integration (converting one's belief system into life behaviors). Brief training modules related to the above areas, accompanied by behavioral anchors and common skill and training labels, are presented.

1983 Monroe, C., Adjustment services for the blind. Journal of Rehabilitation, 1978, 44(1), 30-34.

Discusses areas important to the adjustment of the blind/visually impaired including psychological beliefs which limit the potential of the individual, technological developments, educational and vocational adjustment, rehabilitation capabilities, and adjustment to changing physical demands.

1984 Sawyer, H., & Baker, R., The development of personal, social and community adjustment programs: A legitimate mandate for rehabilitation professionals. Journal of Rehabilitation, 1978, 44(1), 35-38.

Speaks of the need for the development of community, social and personal adjustment skills in addition to traditional work adjustment skills. Defines different categories of adjustment services and emphasizes identification of behavioral objectives. Lists a number of documents available for programming in personal, social, and community adjustment.

1985 Wainwright, C., & Couch, R., Work adjustment: Potential and practice. Journal of Rehabilitation, 1978, 44(1), 39-42.

Examines some of the philosophical concepts of work adjustment and discusses problems and shortcomings of current adjustment practice in areas such as job placement, building positive work habits, vocational assessment, job seeking and retention skills, and lack of professionally trained adjustment specialists.

1986 Glass, D., & Padrone, F., Sexual adjustment in the handicapped. Journal of Rehabilitation, 1978, 44(1), 43-47.

Explores problems in the sexual adjustment of the handicapped including attitudes and assumptions, potential for sexual response of the handicapped, and sexual counseling.

1987 Sink, J., & Field, T., Adjustment services: Issues and trends. Journal of Rehabilitation, 1978, 44(1), 48-50.

Discusses issues in adjustment services including role of the adjustment specialist, lack of professional training opportunities, lack of adjustment services offerings in rehabilitation counselor training programs, lack of clarity in client eligibility for services, lack of specialized adjustment services for various client groups, and lack of scientific research in adjustment.

1988 Riley, B., A practitioner's comments on the certification dilemma. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 4-7.

Discusses the issue of certification, its advantages, problems, and relates experience of certification within other professional groups such as occupational therapists and physical therapists.

1989 Cook, D., Effectiveness of vocational evaluation training recommendations. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 8-13.

Specifically, this investigation studied the effectiveness of a pretraining evaluation unit by analyzing client vocational outcomes according to type of training recommendations. Three research questions were posed: (1) Is there a relationship between the type of training recommendation made and client completion of a center training program? (2) Do clients who receive different types of evaluation recommendations complete training programs consistent with that of staff expectations? (3) Is there a relationship between completion of a vocational training program and subsequent employment?

1990 Field, T., Sink, J., & Cook, C., The effects of age, I.Q., and disability on performance on the JEVS system. *Vocational Evaluation and Work Adjustment Bulletin*, 1978, *11*(3), 14-22.

This study was designed to determine the value of the Revised BETA intelligence quotient in predicting success on timed work samples from the JEVS Work Sample System.

1991 Gustin, Q., & Petterssen, R., From vocational evaluation to job training: What can go wrong - a case study. *Vocational Evaluation and Work Adjustment Bulletin*, 1978, *11*(3), 23-28.

Explores the problem of the rehabilitation process breaking down when an individual is referred from one agency to another. Using a case study approach, the possible roots of such agency difficulties are discussed. Suggests ways that these problems might be avoided.

1992 McDaniel, R., Vocational evaluation: On becoming a profession. *Vocational Evaluation and Work Adjustment Bulletin*, 1978, *11*(3), 29-38.

Explores the concept of the profession in general and the history and development of vocational evaluation as a profession.

1993 Roberts, F., & Carmack, N., Minimizing the readability barrier. *Vocational Evaluation and Work Adjustment Bulletin*, 1978, *11*(3), 39-44.

Discusses the problems encountered by clients in the level of reading materials. Reviews readability formulas and application principles.

1994 Rosen, G., The problem and utility of work sample reliability data. *Vocational Evaluation and Work Adjustment Bulletin*, 1978, *11*(3), 45-50.

Discusses reliability of performance tests, and methods of estimating reliability such as split-half and test-retest.

1995 Sink, J., & King, W., The vocational specialist's preparation for court testimony - fact or fantasy. In S. Godley (Ed.), Topical review, *Vocational Evaluation and Work Adjustment Bulletin*, 1978, *11*(3), 51-58.

This article was reprinted from the July 1978 issue of the Singer Education Division, Career System's newsletter, *Careers*. Reviews the process and questions which a vocational expert may be asked on behalf of a client in a judicial hearing.

1996 Hodgson, K., Community Life Skills by Singer. In A. Sax (Ed.), Innovations in work evaluation and work adjustment. *Vocational Evaluation and Work Adjustment Bulletin*, 1978, *11*(3), 59-62.

Describes the Community Life Skills training program developed in 1975 by Singer Career Systems, Rochester, New York. The package was designed to stimulate discovery of important information about community resources and to review processes necessary for independence. The program is comprised of the following units: housing, transportation, finances, health, and law and order.

1997 Gregory, R., *Work adjustment services: An annotated bibliography*. Ithaca, New York: Cornell University, School of Industrial and Labor Relations, Work Adjustment Services Training Project, 1978.

This annotated bibliography represents an industrial and business approach toward work adjustment. Work adjustment as conceived in this bibliography covers all who work or who employ workers and how workers and work place environments fit together. The 269 articles, mainly from industrial and business journals, cover the following areas: education, motivation, satisfaction, job analysis, job enrichment and job design, performance and productivity, and the organization and work environment.

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